


Intention				
PSHE enables our children to become healthy, independent and responsible members of society. It aims to help them understand how they are developing personally and socially, and tackles many of the moral, social and cultural issues that are part of growing up. We provide our children with opportunities for them to learn about rights and responsibilities and appreciate what it means to be a member of a diverse society. Our children are encouraged to develop their sense of self-worth by playing a positive role in contributing to school life and the wider community. Weaving through the heart of our PSHE teaching, is a commitment to enhancing and promoting our core Christian Values; Love, Hope, Thankfulness and Compassion.				
Pupil approach: Working as a good citizen, pupils will...				Learning journey structure/steps
reflect	be positive	be self-aware	be safe	<ul style="list-style-type: none">• Baseline assessment• Specify key vocabulary to be used and its meaning.• Provide relevant and realistic information, which reinforces positive social norms. (3rd person scenarios)• Provide opportunities for the children to work interactively with the teacher acting as the facilitator.• Provide opportunities for children to make real decisions about their lives, to take part in activities, which simulate adult choices and where they can demonstrate their ability to take responsibility for their decisions.• Individual reflection on the learning that has taken place. Open ended outcomes if possible.
evaluate			role model	
show willingness			be curious	
be healthy	be resilient	be compassionate	respond	
Teaching approach: non-negotiables for teachers				Key resources/documents for planning
<ul style="list-style-type: none">• 1hr of PSHE per week• Baseline assessment (an activity that captures the children’s existing knowledge, skills, attitudes and beliefs at the start and end of units.) Use this to plan in new learning opportunities throughout unit of work• All lessons to use ‘Attention Grabber’ to hook children into the lesson.• Specify key vocabulary to be used and its meaning.• Main event where key questions are explored and individual reflection can take place. At the end of the ‘piece of learning’, measure progress from the starting point. Use this to evidence progress and to inform future planning.• End of lesson use ‘Wrapping up activity’ to measure progress of knowledge, skills, attitudes and beliefs. For outcomes, the use of open ended methods to capture and show new learning that has taken place.• Clear learning journey				<p>1: Long and Medium Term plan Staff share, Curriculum, Curriculum 21 onwards, PSHE, PSHE subject intent and implementation</p> <p>2: Kapow resources and lesson plans Follow hyperlink on long term plans</p> <p>3: NSPCC pants rule lesson NSPCC Pants Rule Lesson</p>

National Curriculum Map

St Alban's CE Aided Primary School PSHE Overview

		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS	1 st week back: Classroom community values, rules and expectation (how these related to school and British values).	Self regulation: My feelings*	Building relationships: Special relationships*	Managing self: Taking on challenges*	Self regulation: Listening and following instructions*	Building relationships: My family and friends*	Managing self: My wellbeing*
Year 1		Introduction lesson* Family and Relationships*	Family and Relationships Health and Wellbeing*	Health and Wellbeing Safety and the changing body*	Safety and the changing body* Citizenship*	Citizenship* Economic Wellbeing*	Economic Wellbeing* Transition lesson*
Year 2		Introductory lesson* Family and Relationships*	Family and Relationships* Health and Wellbeing*	Health and Wellbeing* Safety and the changing body (adapted unit) *	Safety and the changing body (adapted unit) * Citizenship*	Citizenship*	Economic Wellbeing* Transition lesson*
Year 3		Introductory lesson* Family and Relationships*	Family and Relationships* Health and Wellbeing*	Health and Wellbeing* Safety and the changing body*	Safety and the changing body* Citizenship*	Citizenship*	Economic Wellbeing* Transition lesson*
Year 4		Introductory lesson* Family and Relationships*	Family and Relationships* Health and Wellbeing*	Health and Wellbeing* Safety and the changing body*	Safety and the changing body*	Citizenship*	Citizenship* Economic Wellbeing* Transition lesson*
Year 5		Introductory lesson* Family and Relationships*	Family and Relationships* Health and Wellbeing*	Health and Wellbeing* Safety and the changing body*	Safety and the changing body* Citizenship*	Citizenship* Economic Wellbeing*	Economic Wellbeing* Transition lesson: Roles and Responsibilities*
Year 6		Introductory lesson* Family and Relationships*	Health and Wellbeing*	Health and Wellbeing* Safety and the changing body*	Safety and the changing body* Citizenship*	Citizenship* Economic Wellbeing*	Economic Wellbeing* Identity* Transition lesson: Dealing with change*

EYFS – MTP Overview

Unit: Self Regulation – My Feelings (6 lessons)		Core resources to be used - Kapow
	In this unit of work, pupils learn.... <ul style="list-style-type: none"> - To identify different feelings and emotions. - To identify and express my feelings - To explore different coping strategies - To explore the different adjectives that describe feelings - To explore different facial expressions and what they mean. - To identify different feelings and how to moderate behaviour socially and emotionally. 	My Feelings *
Unit: Building Relationships – Special Relationships (6 lessons)		Core resources to be used
	In this unit of work, pupils learn.... <ul style="list-style-type: none"> - To talk about our families. To understand that all families are valuable and special. - To talk about people that hold a special place in children’s lives. To think about what it means to be a valued person - To understand why it is important to share and cooperate with others. To develop strategies to help when trying to share with others. - To see themselves as a valuable individual. To understand that it is ok to like different things. - To see themselves as valuable individuals. To share their interests with the group. - To explore diversity through thinking about similarities and differences. 	Building Relationships – Special Relationships *
Unit: Managing Self – Taking on Challenges (6 Lessons)		Core resources to be used
	In this unit of work, pupils learn.... <ul style="list-style-type: none"> - To understand why we have rules. - To understand the importance of persistence in the face of challenges. To develop confidence in their own ability to solve problems. - To work together as a group to overcome challenges. To communicate effectively with others. - To learn and practice ‘grounding’ coping strategies. - To understand the importance of perseverance in the face of challenge. - To learn new skills, showing resilience and perseverance in the face of challenge. 	Managing Self – Taking on Challenges *
Unit: Self Regulation – Listening and Following Instructions (6 lessons)		Core resources to be used
	In this unit of work, pupils learn.... <ul style="list-style-type: none"> - To understand why it is important to listen carefully. - To listen attentively to a story. To talk about and retell parts of a story they have deep familiarity with. - To understand why it is important to listen carefully. To understand why it is important to tell the truth and think about the feelings of others. - To follow instructions involving several ideas or actions. To persevere when things are difficult. - To follow instructions involving several ideas or actions. To give simple instructions. - To listen and respond to phrases and instructions that involve several ideas or actions. 	Self Regulation – Listening and Following Instructions *

Unit: Building Relationships – My Family and my Friends (6 lessons)		Core resources to be used
	<p>In this unit of work, pupils learn....</p> <ul style="list-style-type: none"> - To understand that we all have different beliefs and celebrate special times in different ways. To think about the perspectives of others in the class. - To understand why sharing is important. To think about the perspectives of others in the class. - To understand the characteristics that make a good friend. To think about why it might be difficult for others to be a good friend all of the time. - To consider why it is important to support each other by being kind. - To learn how to help, listen to and support others when working in a team. - To plan a party to celebrate the special friendships within the class. 	Building Relationships – My Family and my Friends *
Unit: Managing Self – My Wellbeing		Core resources to be used
Topic focus	<p>In this unit of work, pupils learn....</p> <ul style="list-style-type: none"> - To learn about the importance of exercise. To explore how exercise affects different parts of the body. - To learn how yoga can help our bodies to stretch, relax and stay healthy. To explore guided meditation and relaxation. - To understand why it is important to be able to take care of ourselves by completing independent tasks related to health, well-being and hygiene. To know and discuss the factors that support their overall health and well-being. - To understand what it means to be a safe pedestrian. - To understand what it means to eat healthily. - To understand the importance of healthy food choices. To explore what it means to have a balanced diet. 	Managing Self – My Wellbeing *

Year 1 – MTP Overview

Unit: Family and Relationships (8 lessons)			Core resources to be used - Kapow
	In this unit of work, pupils learn.... <ul style="list-style-type: none"> - Introduction: Setting ground rules for RSE & PSHE - Understand that families can include a range of people. - Understand who their friends are and what people like to do with friends. - Describe what people might look like if they are feeling: angry, scared, upset or worried. - Identify ways of responding to this by either offering help or giving them space. - Understand the skills needed to work together in a group. - Understand that friendships can have problems and learn ways to overcome these problems. - Understand how the actions of others can affect people. - Explain what a stereotype is 	Key Knowledge <ul style="list-style-type: none"> - To understand that families look after us. - To know some words to describe how people are related (e.g. aunty, cousin, etc.) - To know that some information about me and my family is personal. - To understand some characteristics of a positive friendship. - To understand that friendships can have problems but that these can be overcome. - To know that it is called stereotyping when people think of things as being 'for boys' or 'for girls' only. 	Family and Relationships*
Unit: Health and Wellbeing (8 lessons)			Core resources to be used
	In this unit of work, pupils learn.... <ul style="list-style-type: none"> - Describe how they feel using appropriate vocabulary, recognising what different emotions might look/feel like. - Describe situations which may provoke certain feelings. - Describe their own qualities and strengths and recognise something they want to get better at. - Describe their bedtime routine, explaining why sleep is important. - Explain how rest and relaxation affects our bodies, including mental functions. - Identify examples where they could use relaxation to help manage difficult emotions. - Understand that germs can be spread via our hands. - Know how to wash their hands properly. - Know the three things they need to do when out in the sun to keep safe. - Know people can be allergic to certain things and how to help with an allergic reaction. 	Key Knowledge <ul style="list-style-type: none"> - To understand we can limit the spread of germs by having good hand hygiene. - To know the five S's for sun safety: slip, slop, slap, shade, sunglasses. - To know that certain foods and other things can cause allergic reactions in some people. - To know that sleep helps my body to repair itself, to grow and restores my energy. - To know that strengths are things we are good at. - To know that qualities describe what we are like. - To know the words to describe some positive and negative emotions. 	Health and Wellbeing*

	- Understand that there are a range of people who help to keep us healthy.		
Unit: Safety and the changing body (8 lessons)			Core resources to be used
	In this unit of work, pupils learn.... <ul style="list-style-type: none"> - Know a number of adults in school. - Know that they should speak to an adult if they are ever worried or feel uncomfortable about another adult. - Understand ways to keep safe and not get lost and know the steps to take if they do get lost. - Know the number for the emergency services and their own address. - Understand that some types of physical contact are never acceptable. - Know what can go into or onto the body and when they should check with an adult. - Understand that there are hazards in houses and know how to avoid them. - Understand and name jobs that people do to help keep us safe. 	Key Knowledge <ul style="list-style-type: none"> - To know that some types of physical contact are never appropriate. - To know what to do if I get lost. - To know that a hazard is something which could cause an accident or injury. - To know that some things are unsafe to put onto or into my body and to ask an adult if I am not sure. - To know that an emergency is a situation where someone is badly hurt, very ill or a serious accident has happened. - To know that emergency services are the police, fire service and the ambulance service. 	Safety and the changing body*
Unit: Citizenship (6 lessons)			Core resources to be used
	In this unit of work, pupils learn.... <ul style="list-style-type: none"> - Explain why the class and school rules are important. - Discuss the different needs of a range of pets. - Describe some of the needs of babies and young children. - Recognise some similarities and differences between themselves and others. - Identify some groups which they belong to. - Recognise that different individuals belong to different groups. - Explain why voting is a fair way to make a decision involving a lot of people 	Key Knowledge <ul style="list-style-type: none"> - To know the rules in school. - To know that different pets have different needs. - To understand the needs of younger children and that these change over time. - To know that voting is a fair way to make a decision. - To understand that people are all different. 	Citizenship*
Unit: Economic Wellbeing (5 lessons)			Core resources to be used
	In this unit of work, pupils learn.... <ul style="list-style-type: none"> - Explain how children might get money. - Explain some different ways to keep money safe. - Discuss the role of banks and building societies. - Recognise that people may make different choices about spending or saving. 	Key Knowledge <ul style="list-style-type: none"> - To know that coins and notes have different values. - To know some of the ways children may receive money. - To know that it is wrong to steal money. - To know that banks are places where we can 	Economic Wellbeing*

	- Explain that a range of jobs exist in school and that different skills are needed for these jobs.	<p>store our money.</p> <ul style="list-style-type: none"> - To know some jobs in school. - To know that different jobs need different skills. 	
Unit: Transition Lesson: Individual strengths and new skills (1 lesson)			Core resources to be used
Topic focus	In this unit of work, pupils learn.... <ul style="list-style-type: none"> - To understand their own strengths and to prepare for their move to a new class 		Transition lesson*

Year 2 – MTP Overview

Unit: Family and Relationships (7 lessons)			Core resources to be used - Kapow
	In this unit of work, pupils learn.... <ul style="list-style-type: none"> - Understand that families offer love and support and that different families may be made up of different people. - Consider what friends may be thinking and feeling in different situations. - Recognise some issues that may occur in friendships and which of these may need adult help to resolve. - Understand that expectations of manners may change according to the situation. - Know that remembering people who were important to them but are no longer here can cause a mixture of emotions. - Explain what gender stereotypes are in relation to careers 	Key Knowledge <ul style="list-style-type: none"> - To know that families can be made up of different people. - To know that families may be different to my family. - To know some problems which might happen in friendships. - To understand that some problems in friendships might be more serious and need addressing. - To understand some ways people show their feelings. - To understand what good manners are. - To understand some stereotypes related to jobs. - To know that there are ways we can remember people or events. 	Introductory lesson* Family and Relationships*
Unit: Health and Wellbeing (7 lessons)			Core resources to be used
	In this unit of work, pupils learn.... <ul style="list-style-type: none"> - Use multiple colours in a diagram to show how they can feel more than one emotion at a time. - Describe how they would feel in a particular situation and understand that not everyone feels the same. - Understand the effect of physical activity on their body and mind. - Describe energetic physical activities that they enjoy. - Describe the positive effects of relaxation and know there are different ways to relax. - Know how to use breathing exercises to relax. - Recognise and describe what they are good at and what skills they would like to develop. - Create a complete ladder detailing achievable steps which work towards a goal. - Explain what a growth mindset is. - Use strategies to stay calm during trick challenges. 	Key Knowledge <ul style="list-style-type: none"> - To know that food and drinks with lots of sugar are bad for our teeth. - To understand the importance of exercise to stay healthy. - To understand the balance of foods we need to keep healthy. - To know that breathing techniques can be a useful strategy to relax. - To know that we can feel more than one emotion at a time. - To know that a growth mindset means being positive about challenges and finding ways to overcome them. 	Health and Wellbeing*

	<ul style="list-style-type: none"> - Explain that a healthy diet is when we eat a balance of the right foods, describing some consequences that may arise from poor diet choices. - State what ingredients they can see on a dish and compare them with the food pyramid. - Understand what helps to keep teeth healthy. 		
Unit: Safety and the changing body (8 lessons)			Core resources to be used
	In this unit of work, pupils learn.... <ul style="list-style-type: none"> - Understand how the internet can be used to help us. - Create a poster with clear information about how to remain safe online and what to do if something online makes them feel uncomfortable. - Understand what a secret is and what a surprise is. - Explain the PANTS rule. - Understand how to keep safe near roads. - Explain the rules for crossing the road. - Understand when we should take medicines that can help us feel better when we are unwell. 	Key Knowledge <ul style="list-style-type: none"> - To know the PANTS rule. - To know that I should tell an adult if I see something that makes me uncomfortable online. - To understand the difference between secrets and surprises. - To know the rules for crossing the road safely. - To know that medicine can help us when we are ill. - To understand that we should only take medicines when a trusted adult says we can. 	Safety and the changing body (adapted unit) * NSPCC Pants Rule Lesson
Unit: Citizenship (7 lessons)			Core resources to be used
	In this unit of work, pupils learn.... <ul style="list-style-type: none"> - Recognise that different rules apply in different situations. - Explain what makes a good school environment. - Recognise that everyone in school has a responsibility to maintain the school environment. - Identify some jobs that people do to keep the local area pleasant. - Recognise some local job roles that help the community. - Recognise similarities and difference between people in the local community. - Explain that differences should be respected. - Explain how the school council works. - Share their opinions on things that matter. 	Key Knowledge <ul style="list-style-type: none"> - To know some of the different places where rules apply. - To know that some rules are made to be followed by everyone and are known as 'laws'. - To know some of the jobs people do to look after the environment in school and the local community. - To understand how democracy works in school through the school council. - To understand that everyone has similarities and differences. 	Citizenship *
Unit: Economic Wellbeing (5 lessons)			Core resources to be used
	In this unit of work, pupils learn.... <ul style="list-style-type: none"> - Explain where adults get money from. - Explain the difference between wants and needs. 	Key Knowledge <ul style="list-style-type: none"> - To know some of the ways in which adults get money. - To know the difference between a 'want' and 'need'. 	Economic Wellbeing *

	<ul style="list-style-type: none"> - Recognise that saving might be necessary to buy the things we want. - Explain that banks are a safe place to keep money. - Consider different factors when choosing a bank account. - Recognise that different jobs require different skills. 	<ul style="list-style-type: none"> - To know some of the features to look at when selecting a bank account. 	
Unit: Transition Lesson: Individual strengths and new skills (1 lesson)			Core resources to be used
Topic focus	In this unit of work, pupils learn.... <ul style="list-style-type: none"> - Understanding that change can cause mixed feelings 		Transition lesson*

Year 3 – MTP Overview

Unit: Family and Relationships (8 lessons)			Core resources to be used - Kapow
	<p>In this unit of work, pupils learn....</p> <ul style="list-style-type: none"> - Introduction - To recap what the subject of PSHE is and how we can help everyone to learn in these lessons - Understand that families are all different. - Know that families offer each other support but sometimes they can experience problems. - Understand that problems occur in friendships and that violence is never right. - Understand what bullying is and what to do if it happens. - Describe what a good listener is and know how to show that they are listening. - Say who they trust and why. - Understand that people can have similarities and differences and explain how differences can be a positive thing. - Understand how toys can reinforce gender stereotypes. - Understand that stereotypes arise from a range of factors, including some of those associated with age. 	<p>Key Knowledge</p> <ul style="list-style-type: none"> - To know that I can talk to trusted adults or services such as Childline if I experience family problems. - To know that bullying can be physical or verbal. - To know that bullying is repeated, not a one-off event. - To know that violence is never the right way to solve a friendship problem. - To know that trust is being able to rely on someone and it is an important part of relationships. - To know the signs of a good listener. - To understand that there are similarities and differences between people. - To understand some stereotypes related to age. 	<p>Introduction lesson * Family and Relationships *</p>
Unit: Health and Wellbeing (7 lessons)			Core resources to be used
	<p>In this unit of work, pupils learn....</p> <ul style="list-style-type: none"> - Create a healthy diary, where energetic activities and high-energy food are scheduled for the same day. - Work in pairs so that one person can do a stretch while the other draws a stick figure to show the pose. - Understand the different aspects of my identity. - Identify their own strengths and that they can help other people. - Describe how they would break a problem down into small, achievable goals. - Understand the benefits of healthy eating and dental health. 	<p>Key Knowledge</p> <ul style="list-style-type: none"> - To understand ways to prevent tooth decay. - To understand the positive impact relaxation can have on the body. - To know the different food groups and how much of each of them we should have to have a balanced diet. - To understand the importance of belonging. - To understand what being lonely means and that it is not the same as being alone. - To understand what a problem or barrier is and that these can be overcome. 	<p>Health and Wellbeing *</p>

Unit: Safety and the changing body (8 lessons)			Core resources to be used
	In this unit of work, pupils learn.... <ul style="list-style-type: none"> - Show an understanding that they must consider their own safety before helping others in an emergency situation. - Understand how to help someone who has been bitten or stung. - Write an email with instructions written using positive language. - Create a decision tree showing how to deal with unkind online behaviour and cyberbullying. - Send an email that describes some of the best ways to avoid being tricked by fake emails. 	Key Knowledge <ul style="list-style-type: none"> - To understand that cyberbullying is bullying which takes place online. - To know the signs that an email might be fake. - To know the rules for being safe near roads. 	Safety and the changing body *
Unit: Citizenship (7 lessons)			Core resources to be used
	In this unit of work, pupils learn.... <ul style="list-style-type: none"> - Explain that children have rights and how these benefit them. - Explain the responsibilities adults have for supporting children's rights. - Discuss the benefits of recycling. - Recognise some of the different groups within the local community and how they use local buildings. - Explain how charities support the local community. - Describe how democracy works locally and how this affects us. - Recognise the need for rules and the consequences of breaking rules. 	Key Knowledge <ul style="list-style-type: none"> - To understand the UN Convention on the Rights of the Child. - To understand how recycling can have a positive impact on the environment. - To know that the local council is responsible for looking after the local area. - To know that elections are held where adults can vote for local councillors. - To understand some of the consequences of breaking rules. - To understand the role of charities in the community. 	Citizenship *
Unit: Economic Wellbeing (6 lessons)			Core resources to be used
	In this unit of work, pupils learn.... <ul style="list-style-type: none"> - Recognise some different ways to pay for items. - Explain that money is needed when paying for items using a cheque, bank transfer or card. - Create a simple budget. - Explain how situations involving money can affect our feelings. - Understand that a range of things might influence our spending choices. - Recognise that there is a wide range of jobs available and that personal skills and interests affect career choices. 	Key Knowledge <ul style="list-style-type: none"> - To understand that there are different ways to pay for things. - To know that budgeting money is important. - To understand that there are a range of jobs available. - To understand that some stereotypes can exist around jobs but these should not affect people's choices. 	Economic Wellbeing *

	<ul style="list-style-type: none"> - Understand that stereotypes sometimes exist about the jobs people do 		
Unit: Transition Lesson: Individual strengths and new skills (1 lesson)			Core resources to be used
Topic focus	In this unit of work, pupils learn.... <ul style="list-style-type: none"> - Coping Strategies 		Transition lesson *

Year 4 – MTP Overview

Unit: Family and Relationships (8 lessons)			Core resources to be used - Kapow
	In this unit of work, pupils learn.... <ul style="list-style-type: none"> - Introduction - To recap learning in PSHE from the previous year and how we can help everyone to learn effectively in these lessons - Understand that manners vary in different situations. - Understand boundaries in friendships, including physical boundaries and expectations. - Understand that what they do and say affects other people. - Understand the impact of bullying and the role bystanders can take. - Recognise male and female stereotyped characters. - Understand that stereotypes about disabilities are usually untrue. - Understand that families are all different and they offer each other support but sometimes they can experience problems. - Know what bereavement is and how to support someone who has experienced a bereavement. 	Key Knowledge <ul style="list-style-type: none"> - To know that families are varied in the UK and across the world. - To understand the different roles related to bullying including the victim, bully and bystander. - To understand that everyone has the right to decide what happens to their body. - To understand the courtesy and manners which are expected in different scenarios. - To understand some stereotypes related to disability. - To know that bereavement describes the feeling someone might have after someone dies or following another big change in their lives. 	Introductory lesson * Family and Relationships *
Unit: Health and Wellbeing (7 lessons)			Core resources to be used
	In this unit of work, pupils learn.... <ul style="list-style-type: none"> - Identify and share key facts about dental health. - Describe a calm place that helps them to feel relaxed. - Describe how they feel when they make a mistake and explain what can be learned from making mistakes. - Write or describe their strengths and how they could use these in school. - Describe what makes them happy, suggesting how they could work towards this as a goal. - Explain that there are some things they can control and others they cannot. - Understand the range of emotions we can experience. 	Key Knowledge <ul style="list-style-type: none"> - To know key facts about dental health. - To know that visualisation means creating an image in our heads. - To know that different job roles need different skills and so some roles may suit me more than others. - To know that it is normal to experience a range of emotions. - To know that mental health refers to our emotional wellbeing, rather than physical. - To understand that mistakes can help us to learn. - To know who can help if we are worried about our own or other people's mental health. 	Health and Wellbeing *

	- Understand what mental health is and that sometimes people might need help.		
Unit: Safety and the changing body (7 lessons)			Core resources to be used
	In this unit of work, pupils learn.... <ul style="list-style-type: none"> - Understand the reasons for legal age restrictions. - Understand how quickly information can spread on the internet and some of the risks associated with that. - Assess and give first aid to a casualty who is having difficulty breathing due to an asthma attack. - Understand the difference between private and public, and secrets and surprises. - Understand how search engines work and whether information is useful. - Understand the changes they have already gone through and aware of some changes to come. - Understand some of the risks of smoking and some of the benefits of being a non-smoker 	Key Knowledge <ul style="list-style-type: none"> - To understand that there are risks to sharing things online. - To know the difference between private and public. - To understand the risks associated with smoking tobacco. - To understand the physical changes to both male and female bodies as people grow from children to adults. - To know that asthma is a condition that causes the airways to narrow. 	Safety and the Changing Body (adapted unit – not lesson 7) * Lesson 1,2,3,4,5,6, 8 ONLY
Unit: Citizenship (6 lessons)			Core resources to be used
	In this unit of work, pupils learn.... <ul style="list-style-type: none"> - Understand what human rights are and why they are important. - Understand how reusing items benefits the environment. - Understand the range of groups that exist in the wider community. - Understand how community groups can focus on different areas of interest. - Understand that diversity supports a community to work effectively. - Understand the role of local councillors. 	Key Knowledge <ul style="list-style-type: none"> - To know that human rights are specific rights that apply to all people. - To know some of the people who protect our human rights such as police, judges and politicians. - To know that reusing items is of benefit to the environment. - To understand that councillors have to balance looking after local residents and the needs of the council. - To know that there are a number of groups that make up the local community. 	Citizenship *
Unit: Economic Wellbeing (5 lessons)			Core resources to be used
	In this unit of work, pupils learn.... <ul style="list-style-type: none"> - Understand the factors which can make something good value for money, as well as other factors that affect purchasing decisions. - Understand how to keep track of money and why this is important. 	Key Knowledge <ul style="list-style-type: none"> - To know that money can be lost in a variety of ways. - To understand the importance of tracking money. - To know that many people will have more 	Economic Wellbeing *

	<ul style="list-style-type: none"> - Understand ways in which we can lose money and the range of feelings associated with losing money. - Understand that there are a range of influences on job choices and that these can be positive or negative. - Understand that people can change their job. 	<ul style="list-style-type: none"> - than one job or career in their lifetimes. - To explore ways to overcome stereotypes in the workplace. 	
Unit: Transition Lesson: Individual strengths and new skills (1 lesson)			Core resources to be used
Topic focus	In this unit of work, pupils learn.... <ul style="list-style-type: none"> - Setting goals 		Transition lesson *

Year 5 – MTP Overview

Unit: Family and Relationships (9 lessons)			Core resources to be used - Kapow
	<p>In this unit of work, pupils learn....</p> <ul style="list-style-type: none"> - To recap learning in PSHE education from Year 4 and how we can help everyone to learn effectively in these lessons - Describe what qualities a good friend should have and recognise which of these they have and which they could develop. - Recognise that friendships have ups and downs and this is normal. - Understand what marriage is and know that it is a choice people make. - Understand that we all have a range of attributes that make us who we are and we should be proud of these. - Understand that sometimes families can make children feel unhappy or unsafe. - Understand why someone might bully others. - Understand that attitudes and laws around gender equality have changed over time. - Understand that stereotypes exist and these can lead to discrimination. 	<p>Key Knowledge</p> <ul style="list-style-type: none"> - To know that marriage is a legal commitment and a choice people can make. - To know that, if I have a problem, I can call ChildLine on 0800 1111. - To know what attributes and skills make a good friend. - To understand what might lead to someone bullying others. - To know what action a bystander can take when they see bullying. - To understand that positive attributes are the good qualities that someone has. - To know that stereotypes can be unfair, negative and destructive. - To know that discrimination is the unfair treatment of different groups of people, especially on the grounds of race, age, sex, or disability. 	<p>Introductory Lesson *</p> <p>Family and Relationship *</p>
Unit: Health and Wellbeing (7 lessons)			Core resources to be used
	<p>In this unit of work, pupils learn....</p> <ul style="list-style-type: none"> - Perform some yoga poses, following the instructions from a video, and describe how yoga makes them feel. - Describe how they can get a good night's sleep and explain why this is important. - Describe why they should embrace failure. - Describe a strategy to help manage feelings of failure and to help them to persevere. - Set themselves goals and consider how they will achieve them. - Describe a range of feelings and suggest two ways of dealing with a difficult situation. - Demonstrate an understanding of what calories are and how to use them to help 	<p>Key Knowledge</p> <ul style="list-style-type: none"> - To understand the risks of sun exposure. - To know that relaxation stretches can help us to relax and de-stress. - To know that calories are the unit that we use to measure the amount of energy certain foods give us. - To know that what we do before bed can affect our sleep quality. - To understand what can cause stress. - To understand that failure is an important part of success. 	<p>Health and Wellbeing *</p>

	<p>plan healthy meals.</p> <ul style="list-style-type: none"> - Recognise the food groups and acknowledge that having a variety of food is important for having a balanced and healthy diet. - Understand how to keep safe in the sun and some of the risks, now and in the future, if they don't. - 		
Unit: Safety and the changing body (7 lessons)			Core resources to be used
	<p>In this unit of work, pupils learn....</p> <ul style="list-style-type: none"> - Understand what is safe to share online and what to do before sending a message. - Identify possible dangers online, suggesting ways to stay safe, using the web to research relevant information. - Accurately name all the relevant parts of the body. - Understand the changes their own gender will go through during puberty. - List the range of changes they will go through during puberty. - Assess a casualty's condition; calmly, comfort and reassure a casualty who is bleeding; and seek medical help if required. - Understand that other people can influence our decisions but we have the right to make our own choices. 	<p>Key Knowledge</p> <ul style="list-style-type: none"> - To know the steps to take before sending a message online (using the THINK mnemonic). - To know some of the possible risks online. - To know some strategies I can use to overcome pressure from others and make my own decisions. - To understand the process of the menstrual cycle. - To know the names of the external sexual parts of the body and the internal reproductive organs. - To know that puberty happens at different ages for different people. - To know how to assess a casualty's condition. 	<p>Safety and the changing body *</p>
Unit: Citizenship (6 lessons)			Core resources to be used
	<p>In this unit of work, pupils learn....</p> <ul style="list-style-type: none"> - Understand what happens when someone breaks the law. - Understand what rights are and that freedom of expression is one of these rights. - Understand how reducing the use of materials and energy helps the environment, and what individuals can do to support this. - Understand how people contribute to society and how this is recognised. - Understand the role of pressure groups. - Understand the basics of how parliament works including the parts of parliament. 	<p>Key Knowledge</p> <ul style="list-style-type: none"> - To know what happens when someone breaks the law. - To understand the waste hierarchy. - To know that parliament is made up of the House of Commons, the House of Lords and the Monarch. - To know that parliament is where MPs debate issues, propose laws, amend existing laws and challenge the government's work. - To know that a pressure group is a group of people who feel very strongly about an issue and want to see something change. 	<p>Citizenship *</p>

Unit: Economic Wellbeing (5 lessons)			Core resources to be used
	In this unit of work, pupils learn.... <ul style="list-style-type: none"> - Understand that borrowing money is a way to pay for something but this has to be repaid. - Understand what income and expenditure are and how these can be recorded. - Understand that there are risks associated with money and what some of these are. - Understand how to create a weekly budget, including prioritising needs over wants. - Understand that stereotypes can exist in the workplace and how these can affect people. 	Key Knowledge <ul style="list-style-type: none"> - To know that when money is borrowed it needs to be paid back, usually with interest. - To know that it is important to prioritise spending. - To know that income is the amount of money received and expenditure is the amount of money spent. - To know some ways that people lose money. 	Economic Wellbeing *
Unit: Transition Lesson: Individual strengths and new skills (1 lesson)			Core resources to be used
Topic focus	In this unit of work, pupils learn.... <ul style="list-style-type: none"> - To understand the skills needed to take on responsibilities in school 		Transition Lesson *

Year 6 – MTP Overview

Unit: Family and Relationships (6 lessons)			Core resources to be used - Kapow
	In this unit of work, pupils learn.... <ul style="list-style-type: none"> - Understand that everyone can expect a level of respect but this can be lost. - Understand what respect is and how they should be respected. - Understand how stereotypes influence our ideas and opinions. - Understand a range of stereotypes and share this information effectively. - Create a resolution guide that includes strategies to manage conflicts and describes situations where conflict is likely to arise. - Understand the term grief and describe some of the associated emotions. 	Key Knowledge <ul style="list-style-type: none"> - To know that a conflict is a disagreement or argument and can occur in friendships. - To understand the concepts of negotiation and compromise. - To understand what respect is. - To understand that everyone deserves respect but respect can be lost. - To understand that stereotypes can lead to bullying and discrimination. - To understand that loss and change can cause a range of emotions. - To know that grief is the process people go through when someone close to them dies. 	Introductory Lesson * Family and Relationship *
Unit: Health and Wellbeing (8 lessons)			Core resources to be used
	In this unit pupils will learn... <ul style="list-style-type: none"> - Describe qualities or values they want to develop and create achievable goals. - Describe the importance of relaxation and suggest different strategies. - Describe how they take care of their physical wellbeing. - Understand that technology can have an impact on physical and mental health and know some strategies they can use to overcome this. - Describe what resilience is, why it is important and some useful resilience strategies. - Understand how vaccination works and why it is important to individuals. - Understand that habits can be good or bad for health. 	Key Knowledge <ul style="list-style-type: none"> - To understand that vaccinations can give us protection against disease. - To know that changes in the body could be possible signs of illness. - To understand that a number of factors contribute to my physical health (diet, exercise, rest/relaxation, dental health). - To know that a habit is a behaviour that we often do without thinking and that we can have good and bad habits. - To understand that a number of factors contribute to my mental health (diet, exercise, rest/relaxation). - To know the effects technology can have on mental health. 	Health and Wellbeing *

	<ul style="list-style-type: none"> - Understand that changes in their body could indicate illness and know what to do if they notice them. 		
Unit: Safety and the changing body (8 lessons)			Core resources to be used
	<p>In this unit of work, pupils learn....</p> <ul style="list-style-type: none"> - Understand some of the reasons adults decide to drink or not drink alcohol. - Understand some ways to check that a news story is real. - Understand how they should behave online and the impact negativity can have. - Understand of changes that take place during puberty. - Understand the menstrual cycle and that a male and a female are needed to conceive a baby. - Understand that a baby changes in the womb and some of the baby's requirements during the first months of life. - Recognise when someone is choking; administer first aid to a casualty that is choking; and seek medical help if required for a choking casualty. - Conduct a primary survey; place a casualty who is unresponsive and breathing normally into the recovery position; and identify when it is necessary for CPR to be given. 	<p>Key Knowledge</p> <ul style="list-style-type: none"> - To understand that online relationships should be treated in the same way as face to face relationships. - To know where to get help with online problems. - To understand the risks associated with drinking alcohol. - To understand how a baby is conceived and develops. - To know how to conduct a primary survey (using DRSABC). 	<p>Safety and the changing body *</p>
Unit: Citizenship (6 lessons)			Core resources to be used
	<p>In this unit of work, pupils learn....</p> <ul style="list-style-type: none"> - Understand that education is a human right and why education is important.- - Understand some environmental issues relating to food and food production. - Understand the importance of caring for others and that we all have a responsibility to care for things and people around us. - Understand what prejudice and discrimination are and why and how they should be challenged. - Understand the value of diversity in society, 	<p>Key Knowledge</p> <ul style="list-style-type: none"> - To know that education is an important human right. - To know that our food choices can affect the environment. - To know that the prime minister appoints 'ministers' who have responsibility for different areas, such as healthcare and education. - To know that prejudice is making assumptions about someone based on certain information. 	<p>Citizenship *</p>

	including significant individuals. Understand the roles and responsibilities of people in government.	<ul style="list-style-type: none"> - To know that discrimination is treating someone differently because of certain factors 	
Unit: Economic Wellbeing (5 lessons)			Core resources to be used
	In this unit of work, pupils learn.... <ul style="list-style-type: none"> - Understand that there can be a range of feelings related to money and the desire to spend and save. - Understand their responsibilities in keeping money safe in the bank. - Understand what gambling is and some risks associated with it. - Understand that there are a range of jobs that people can do, what some of these jobs are and what is required for some jobs. - Understand that there are different routes into careers. - 	Key Knowledge <ul style="list-style-type: none"> - To understand that there are certain rules to follow to keep money safe in bank accounts. - To know that gambling is a risk where money, or something else, is swapped in the hope of winning something better or more money. - To understand that different jobs have different routes into them. - To understand that people change jobs for a number of reasons. - To know that banks and organisations such as Citizens' Advice can help with money-related problems. 	Economic Wellbeing *
Unit: Identity (2 lessons)			Core resources to be used
Topic focus	In this unit of work, pupils learn.... <ul style="list-style-type: none"> - Understand the factors which make up identity. - Understand that images can be manipulated by the professional media but also by individuals and that they are not realistic. 	Key Knowledge <ul style="list-style-type: none"> - To know that identity is the way we see ourselves and also how other people see us. - To know that people may see us differently as to how we see ourselves. - To know that images can be manipulated and are not realistic. 	Identity *
Unit: Transition Lesson: Individual strengths and new skills (1 lesson)			Core resources to be used
Topic focus	In this unit of work, pupils learn.... <ul style="list-style-type: none"> - To understand the skills needed to take on responsibilities in school 		Transition Lesson *